



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9640 North 28th Street, Phoenix, AZ 85028

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Excelling
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Donna Alley
Schedule : 7:30 AM to 4:00 PM
Grades : K-6
2004 Enrollment : 663
Web Address : mercurymine.pvUSD.k12.az.us
Phone Number : (602) 493-6170
Fax Number : (602) 493-6175
E-mail : dalley@pvUSD.k12.az.us

Mission

All students will have a vision of themselves as special and unique persons capable of being responsible citizens and life-long learners. Emphasis in the classroom will be on active student participation, critical thinking, cooperative learning, problem solving and emerging technology. Staff and community will be aware of current educational research, and will collaborate to provide relevant and developmentally appropriate learning activities based upon best learning practices.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Plan and institute the district's first year of an all day kindergarten program. We will use best practices to create an effective full day of learning for our youngest students that is developmentally appropriate and academically challenging.
- ü Implementation of one set of DANA's, one-to-one computing devices, at each grade level, and in Honors. Students will use them for writing projects, to peer edit student writing, take tests, share work with teachers, and practice word processing.
- ü Staff Development to assist:
Second year of piloting the PVUSD Standards Based Report Card using PEARL, a district created gradebook.
Second year of piloting the new Teacher Evaluation System for PVUSD.
- ü Improve student achievement as assessed by Stanford 9 and AIMS. We will analyze data, reflect upon our teaching and plan improvement strategies based on data collected through ongoing assessments.

Enrollment

October 1, 2003 School Year Student Enrollment : 641
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 117

Instructional Programs

- ü Self-contained / Departmentalized
- ü Team teaching / Multiage 1-2
- ü PE / Art / Music
- ü Media / Technology
- ü Honors 3-6 Reading / Math / Non-verbal
- ü Resource K - 6 / Speech K-6
- ü English Language Learners K-6
- ü Band 4-6, / Strings 5-6

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We strive to meet the needs of all our students and staff by providing a safe and healthy environment that is conducive to learning, and which will enable all students to develop to their full potential in order to be successful in the 21st century.

Parents

We work in partnership with parents to maximize student achievement. Parent participation is valued and encouraged. The parent's responsibility, 1st and foremost, is to send their children to school ready to learn. All parents are members of our PTG.

Transportation Policy

Bus transportation services are provided for kdg students who reside farther than 1/2 mile from the school and for 1st-6th students who reside 1 mile or farther from the school. Riding the bus is a privilege, not a right. Proper behavior is expected.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Math Olympiad 5th-6th Highest Achievement top 10% nat.	2004
ü UPC teacher awards for outstanding parent involvement	2004
ü District Art Purchase Award & Honorable mentions	2004
ü PTA Teacher of the Year	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2710	75509	100	100	100	544	538	521	5	7	13	14	17	23	34	34	33	46	42	31
All Students (Prior Year)	63	2687	75372	100	100	100	582	538	523	4	4	9	0	19	25	14	36	36	82	42	30
Female	55	1339	37013	100	100	100	539	538	522	4	7	12	15	17	24	42	36	33	38	39	31
Male	54	1369	38430	100	99	99	550	539	521	7	8	14	13	16	22	24	32	33	56	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	19	599	30486	100	99	99	511	512	505	25	16	18	17	25	29	25	34	32	33	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	NC	29	4075	NC	100	100	NC	519	486	NC	12	28	NC	23	34	NC	42	26	NC	23	12
White	84	1908	35192	100	99	99	548	543	534	3	6	8	15	14	19	36	34	35	46	46	39
Students with Disabilities	16	393	9708	100	100	100	548	511	489	13	20	32	13	22	27	13	30	24	63	28	17
Students without Disabilities	93	2317	65801	100	99	98	544	542	525	4	6	11	15	16	23	36	34	34	45	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	33	871	36411				521	513	503	17	16	19	17	24	29	30	37	32	35	23	20
Non-Economically Disadvantaged	76	1839	39040				552	546	534	1	5	8	14	14	19	35	33	34	50	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2702	75492	100	100	100	529	528	519	7	7	12	11	12	16	51	49	47	31	32	24
All Students (Prior Year)	63	2699	75221	100	100	100	552	532	523	2	4	8	0	11	16	37	57	56	61	28	21
Female	55	1335	37014	100	100	100	532	531	523	8	6	10	6	10	15	50	49	48	37	35	27
Male	54	1365	38400	100	99	99	526	525	516	7	9	14	18	13	17	51	49	47	24	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	19	595	30438	100	98	99	502	511	508	33	16	17	8	18	21	33	50	47	25	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	NC	29	4081	NC	100	100	NC	519	498	NC	11	25	NC	26	26	NC	33	40	NC	30	8
White	84	1906	35177	100	99	99	532	531	528	4	6	8	13	10	13	53	49	49	31	35	31
Students with Disabilities	16	390	9707	100	100	100	525	505	495	0	24	33	25	17	21	50	41	33	25	18	13
Students without Disabilities	93	2312	65785	100	99	98	529	531	522	8	5	10	10	11	16	51	50	49	31	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	33	867	36302				505	511	507	17	16	18	22	18	21	48	50	46	13	17	14
Non-Economically Disadvantaged	76	1835	39164				536	533	528	4	5	8	8	10	13	51	49	48	36	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2688	75053	100	99	99	611	634	597	3	4	7	7	8	12	78	74	72	11	14	9
All Students (Prior Year)	63	2644	73654	100	99	99	557	541	530	2	4	9	6	8	13	75	78	70	18	10	7
Female	55	1334	36872	100	100	99	639	656	621	4	3	5	2	6	9	79	72	74	15	19	12
Male	54	1352	38109	100	98	99	579	611	573	2	4	10	13	10	14	78	76	69	7	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	19	591	30235	100	98	98	563	586	575	8	6	9	17	12	14	67	78	70	8	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	NC	29	4044	NC	100	99	NC	616	550	NC	4	13	NC	8	17	NC	77	66	NC	12	4
White	84	1896	35028	100	99	99	615	642	613	3	3	6	5	7	10	81	74	73	11	16	11
Students with Disabilities	16	385	9625	100	100	100	572	574	530	0	12	21	25	19	21	63	62	55	13	7	4
Students without Disabilities	93	2303	65428	100	98	98	615	642	604	3	3	6	6	6	11	80	76	73	11	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	33	860	36077				578	581	566	13	8	10	13	14	16	65	72	69	9	6	5
Non-Economically Disadvantaged	76	1828	38950				621	651	618	0	2	5	5	6	9	82	75	73	12	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2756	76019	100	100	100	509	513	499	14	9	14	30	32	39	13	16	14	44	43	33
All Students (Prior Year)	83	2748	76230	100	100	100	509	513	498	9	7	12	32	32	38	12	13	12	47	49	37
Female	39	1336	37207	100	99	100	500	511	499	16	9	12	32	34	41	8	16	14	45	41	33
Male	59	1408	38677	100	99	100	515	515	498	12	9	15	29	31	38	16	15	13	43	45	34
African American	--	84	3817	--	95	100	--	492	475	--	14	23	--	43	47	--	16	11	--	27	18
Hispanic	NC	539	29458	NC	98	100	NC	476	480	NC	26	20	NC	42	48	NC	12	12	NC	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	85	1990	35880	100	99	100	515	521	515	11	5	7	29	30	32	12	16	16	48	49	45
Students with Disabilities	13	371	9786	100	100	100	448	469	457	38	29	39	46	45	40	15	11	7	0	14	13
Students without Disabilities	85	2385	66233	99	99	99	519	517	503	10	7	11	28	31	39	12	16	14	51	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	14	805	35714				446	481	480	46	22	20	31	42	47	23	14	12	0	22	20
Non-Economically Disadvantaged	84	1951	40266				519	524	513	8	5	9	30	29	33	11	16	15	51	50	43

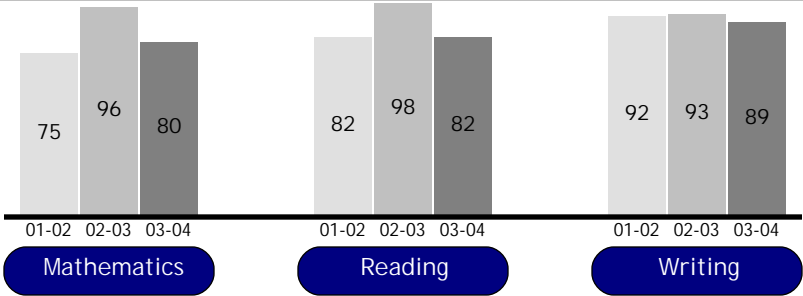
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2754	76020	100	100	100	518	510	503	18	17	25	13	18	23	44	47	40	26	18	12
All Students (Prior Year)	83	2755	76202	100	100	100	519	513	505	9	11	19	21	20	24	43	51	46	27	18	11
Female	39	1335	37213	100	99	100	528	511	504	16	15	22	11	19	23	50	47	42	24	19	13
Male	59	1407	38666	100	99	100	511	509	501	19	19	29	14	16	22	40	48	38	28	17	12
African American	--	84	3819	--	95	100	--	501	494	--	24	37	--	35	26	--	31	31	--	9	6
Hispanic	NC	537	29442	NC	98	99	NC	494	494	NC	40	37	NC	23	26	NC	31	31	NC	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	85	1990	35890	100	99	100	521	514	511	16	11	15	11	16	20	45	52	48	28	21	18
Students with Disabilities	13	372	9784	100	100	100	483	490	485	62	46	58	31	24	19	8	25	19	0	5	4
Students without Disabilities	85	2382	66236	99	98	99	523	512	504	11	14	23	10	17	23	49	49	42	30	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	14	802	35703				488	494	494	54	37	37	23	25	26	23	33	31	0	6	6
Non-Economically Disadvantaged	84	1952	40274				523	515	509	12	10	17	11	15	20	47	52	47	30	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2748	75673	100	99	100	535	558	530	7	7	12	22	18	25	65	68	58	6	7	4
All Students (Prior Year)	82	2708	74692	99	99	99	511	519	502	13	10	18	28	22	27	51	56	47	8	12	8
Female	39	1333	37099	100	99	100	538	572	548	8	5	8	11	14	22	76	73	64	5	8	6
Male	59	1403	38441	100	99	99	532	543	513	7	9	16	29	22	29	57	64	52	7	5	3
African American	--	83	3791	--	94	99	--	546	506	--	5	18	--	27	29	--	63	50	--	4	3
Hispanic	NC	535	29305	NC	98	99	NC	508	507	NC	17	16	NC	29	31	NC	51	51	NC	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	85	1989	35760	100	99	99	542	568	550	5	5	9	21	15	21	67	73	64	7	7	6
Students with Disabilities	13	369	9706	100	100	100	447	486	462	23	22	36	54	31	32	23	46	31	0	1	1
Students without Disabilities	85	2379	65967	99	98	99	548	564	536	5	5	10	17	17	25	71	70	60	7	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	14	800	35541				469	511	504	23	15	17	54	29	31	15	54	50	8	2	2
Non-Economically Disadvantaged	84	1948	40091				545	574	550	5	4	9	17	15	21	72	73	64	6	8	6

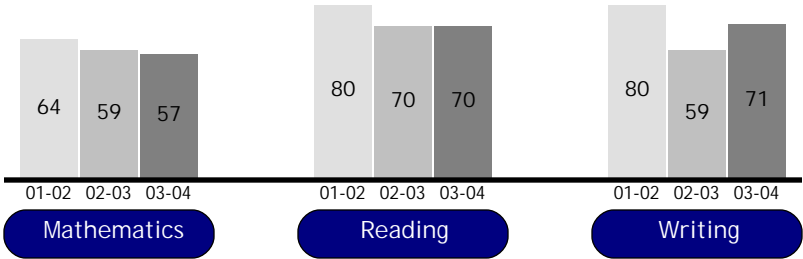
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	60	54	44	96	65	61	50	97	71	NA	58
	Language	93	55	48	39	97	67	54	43	99	68	59	50
	Mathematics	97	65	57	52	99	73	67	57	99	74	68	64
3	Reading	96	64	55	43	97	74	60	47	97	61	NA	55
	Language	93	69	63	50	98	77	64	54	97	66	69	61
	Mathematics	97	72	61	50	97	79	66	54	97	63	69	61
4	Reading	95	76	63	47	99	78	65	52	96	82	NA	56
	Language	95	60	59	45	100	69	60	48	96	77	63	52
	Mathematics	99	64	65	52	99	78	69	57	96	83	72	61
5	Reading	96	71	62	46	96	75	64	50	98	77	NA	55
	Language	96	61	57	43	99	63	58	46	98	66	60	49
	Mathematics	97	74	68	54	99	73	69	57	98	74	72	63
6	Reading	99	76	65	49	100	75	67	53	98	75	NA	56
	Language	99	65	59	42	99	67	60	45	98	67	61	48
	Mathematics	100	78	73	58	100	76	74	62	98	80	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Mercury Mine Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Academic Growth
- ü Districtwide Financial Planning
- ü Curriculum Development
- ü Student Safety
- ü Remedial Opportunities
- ü Discipline

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.50	Teacher Aide	8.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	4	1	0	0
10 or more years	6	10	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	29
Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Media Center / Library
- ü Computer Lab / Stage
- ü Gymnasium / Cafeteria
- ü Outdoor Desert Education Area

Extracurricular Activities

- ü Student Council
- ü Math Clubs / Reading Counts Club
- ü Publishing/Oregon Trail/I-Movie Clubs
- ü Outdoor - Desert Dudes / Garden Club
- ü Chorus
- ü Chess / Spanish
- ü Math/Writing After School Tutoring Clubs
- ü Art Clubs

Social Services

- ü Mascot Before/After School Care
- ü Breakfast / Lunch
- ü Health Services
- ü Social Worker
- ü Parenting Classes
- ü Touchtone Behavioral Health counselor
- ü Scouts
- ü Athletic Clubs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü 35 of 108 6th grade students earned the President's Award for Educational Excellence. This means they had a 90-100% grade point average for 4th, 5th and 6th grade and scored at or above the 85th percentile in reading or math on a standardized test.
- ü 36 Mercury Mine 5th&6th graders participated in the Mars Student Imaging Project in conjunction with NASA and the Jet Propulsion Laboratory. They were involved in authentic Mars research using data from the Mars Odyssey Thermal Imaging System camera.
- ü Our 6th grade Honors students participated in Math Olympiad and earned High Team Achievement - top 10% nationally for school years 2001, 2003, 2004
- ü Teachers successfully completed a pilot year of using our district Standards Based Report Card and Teacher Evaluation System. We also integrated new media carts, ibooks, and technology training on NetTrekker and Power Point into student learning.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	77	69
Grades 3-4	82	74
Grades 4-5	63	56
Grades 5-6	80	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

With the PV district, we have developed a Crisis Management Plan. It is tested & revised on an ongoing basis. 2 lockdown drills and monthly fire drills are practiced yearly. A proactive Health/Safety, and Threat Management Team are also established. We have a half time social worker who works with groups of students on social skills, anger management, and divorce. Character Counts and Get Real With Violence are two programs we use which have strong citizenship and anti-bullying components.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Donna Alley	(602) 493-6170
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Pat Daley	(602) 493-6173
School Nutrition Programs	Karen Hansen	(602) 493-6176
Parent Organization	Sheila Schumacher	(602) 493-6170
Student Health/Nurse	Pat Daley	(602) 493-6173

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.